**** **Lauren Greenhill**

**3/4/13 – 3/8/13**

**NELA Internship Weekly Activity Log**

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|  | **Teacher**  **Observation** | **Teacher**  **Evaluation** | **Teacher**  **Mtgs** | **Building Meetings** | **District**  **Meetings** | **Community Mtgs/Contacts** | **Extra-**  **curricular**  **Events** | **Management Tasks** | **Other** |
| **Monday** |  |  |  |  |  |  |  |  | **NELA – Counselors**  **Interview for Weldon High AP!** |
| **Tuesday** |  |  |  |  |  |  |  |  | **NELA** |
| **Wednesday** |  | **Moody Observation** |  |  |  | **Sent e-mail abt DC trip to Butterfield/staff** |  | **AM, Lunch, and PM Duties** | **Mr. MoJo presentation (all day, gr. 3-5)** |
| **Thursday** |  |  |  |  | **Principals’ Mtg** |  |  | **AM, Lunch, and PM Duties**  **Discipline (Senithia)** |  |
| **Friday** |  |  |  |  |  |  |  |  | **NELA**  **Friday Friends Session #4** |

**Reflection on Weekly Log:**

Because I was not in the building much this week, my reflection will be brief. BUT, two important takeaways/reinforced truths for me from this week:

1. ALWAYS FOLLOW THROUGH, preferably as soon as possible in time-sensitive situations. Our self-contained class has been raising money and working so hard all year to be able to go to DC next week, and their ONE big thing they wanted to do was to tour the White House. Their teacher, Mrs. Tickel, had started the process of making this happen months ago, and it finally got officially approved in late February. Well, as you know, because of the budget sequester, all White House tours were cancelled last week as of March 9th….the kids were scheduled for March 13th. We were all so upset about this, and I told Mrs. Tickel that I would send an e-mail describing our plight to the staffer she had been communicating with. I made time to do this that same day, and CC’ed some individuals in the same office that we had met via our NELA visit in September. Not a huge time investment, but a detailed e-mail that described the kids’ work and asked if there was anything that could be done. The staffer called the school *an hour later*, describing to Mrs. Tickel how the e-mail had moved him, and that he was going to exhaust every avenue to see what he could do. This teacher and her assistant thanked me and were crying, and I was so happy to be able to help them. Nothing may change, but at least these teachers and students know that I have their back, and that when I say I am going to fight for them, that’s what I’m going to do.
2. Be as transparent as possible. I sent out an e-mail to all of the Belmont staff over the weekend letting them know that I would be out of the building throughout much of March for various things, and I received several e-mails back saying that they would miss me, that I would love being at the HS for a week, etc. Instead of worrying about whether or not they would judge me for being gone, I decided to go ahead and be open about not being around—and they appreciated it. This underscored for me that transparency can go a long way in building trust.